

Chapter

This is My World

IV



We will learn:
to state things,
animals, and public
places around us.



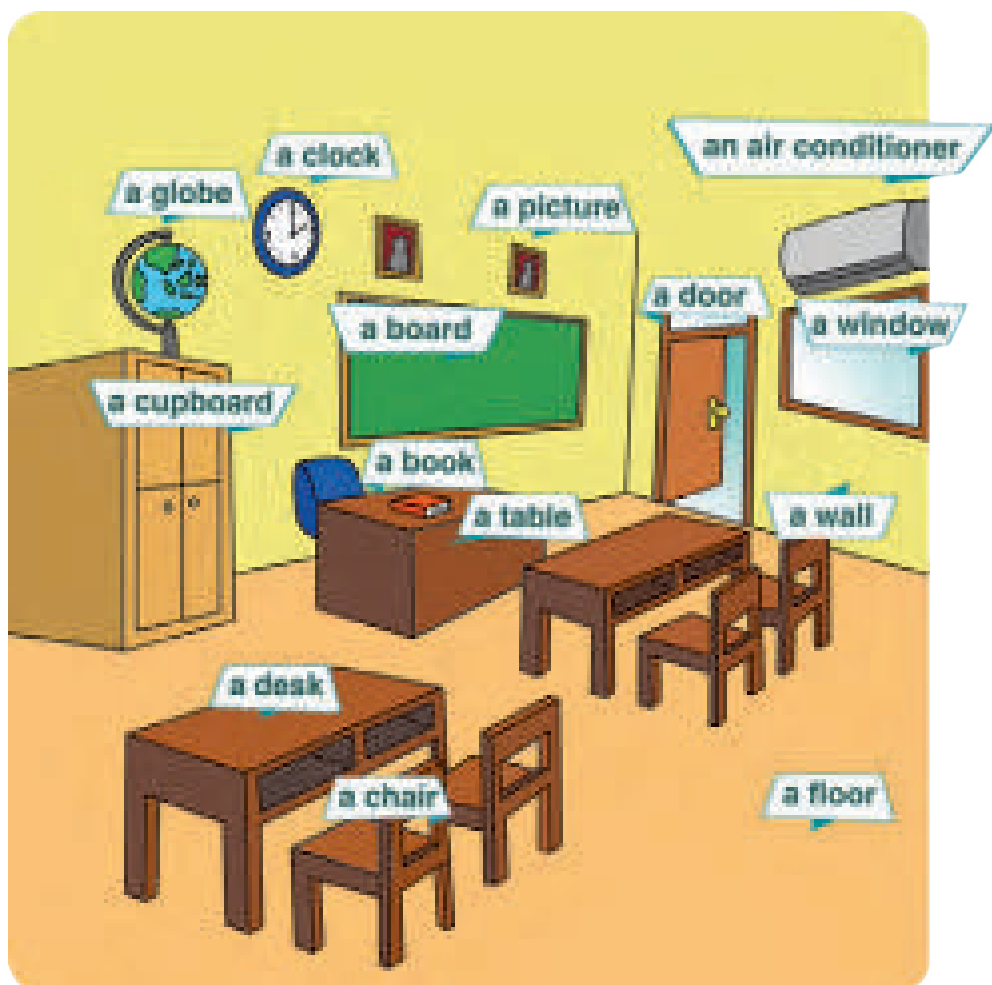
Observing and asking questions



We will learn to say the names of the things in the classroom.

Here are what we will do. **First**, we will listen to our teacher say the names of the things in the classroom. **Then**, we will repeat the words after the teacher one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of ten things that we really have in our classroom.

Here are what we will do. We will work in groups. **First**, we will discuss and decide ten things in our classroom. **Second**, each of us will draw and name them in our notebooks. **Then**, we will present our work to the class.

We will use a dictionary. We will say the words loudly, clearly and correctly. If we have a problem, we will go to our teacher.

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Observing and asking questions



We will learn to tell the names of the things that we often have in our bags.

Here are what we will do. **First**, we will listen to our teacher say the names of the things we often have in our bags. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

two pencils

a ruler

a glue

a rubber

some books

a bottle

a lunch
box

a sharpener

a pair of scissors



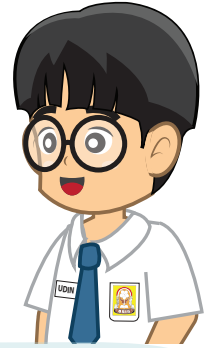
We will learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. **First**, we will show the things in our bags to each other. **Second**, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.



I have two rubbers. What about you? how many pens do you have?



I have three pens.

| No. | Names of the things | Numbers of the things in my bag | Numbers of the things in my friend's bag |
|-----|---------------------|---------------------------------|--|
| | rubber | 2 | 3 |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |



We will report our findings to the class, orally.

Here are what we will do. **First**, we will plan what to say about each of our findings in our notebooks, like the example. **Then**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each sentence loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. *I have two rubbers and Ruli has three rubbers.*

2. _____

3. _____

4. _____

5. *Etc.*



We will tell the names of the things at the dining table, their number and locations.

Here are what we will do. **First**, we will go around our school to identify the rooms and other facilities there, and the number of each thing. **Second**, we will use a dictionary to know their names. **Then**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. We have fifteen classrooms.

2. We have one library.

3. _____

4. _____

5. _____

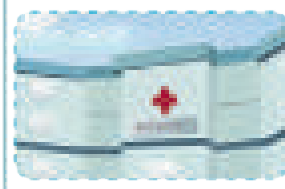
6. Etc.



We will learn to tell the names of public buildings.

Here are what we will do. **First**, we will listen to our teacher say the names of the public buildings in the picture. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will learn to tell locations of the public buildings.

Here are what we will do. It is about the public buildings in the picture above. **First**, we will listen carefully to our teacher read the conversations. **Second**, we will repeat each conversation after the teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the words loudly, clearly, and correctly.

Father : Do you see this building on the left?

Son : Yes. What is this building?

Father : This is a bank.

Son : I see. This building on the left is a bank.

Son : What about that building next to the bank?

Father : That is a post office.

Son : I see. That building next to the bank is a post office.

Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?

Father : That building is a tax office.

Son : I know. That building on the right is a tax office.

Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?

Father : That is a hospital.

Son : Oh yeah. That building is a hospital?

Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?

Father : That is a school.

Son : I see. So, the school is next to the tax office.

Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?

Father : That building is a police station.

Son : I see. So, the police station is across from the school.

Father : Right. It is on the corner, across from the hospital, too.



We will learn to tell locations of the public buildings.

Here are what we will do. It is, again, about the same buildings in the picture above. **First**, we will plan what to say about each building in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. The bank is on the left, next to the post office, across from the tax office.
2. The post office is next to the bank, across from the tax office.
3. The tax office _____
4. The school _____
5. The hospital _____
6. The police station _____



We will tell the names of the public buildings and other facilities in our town or villages and their locations.

Here are what we will do. **First**, we will go around our town or villages to identify the buildings and other facilities there. We will include other buildings, such as a mosque, a church, etc. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. There are two banks in my village. Bank Se-roja and Bank Nasional.
2. We have one post office in our neighbourhood. It's on Jalan Mawar.
3. _____
4. _____
5. _____
6. Etc.

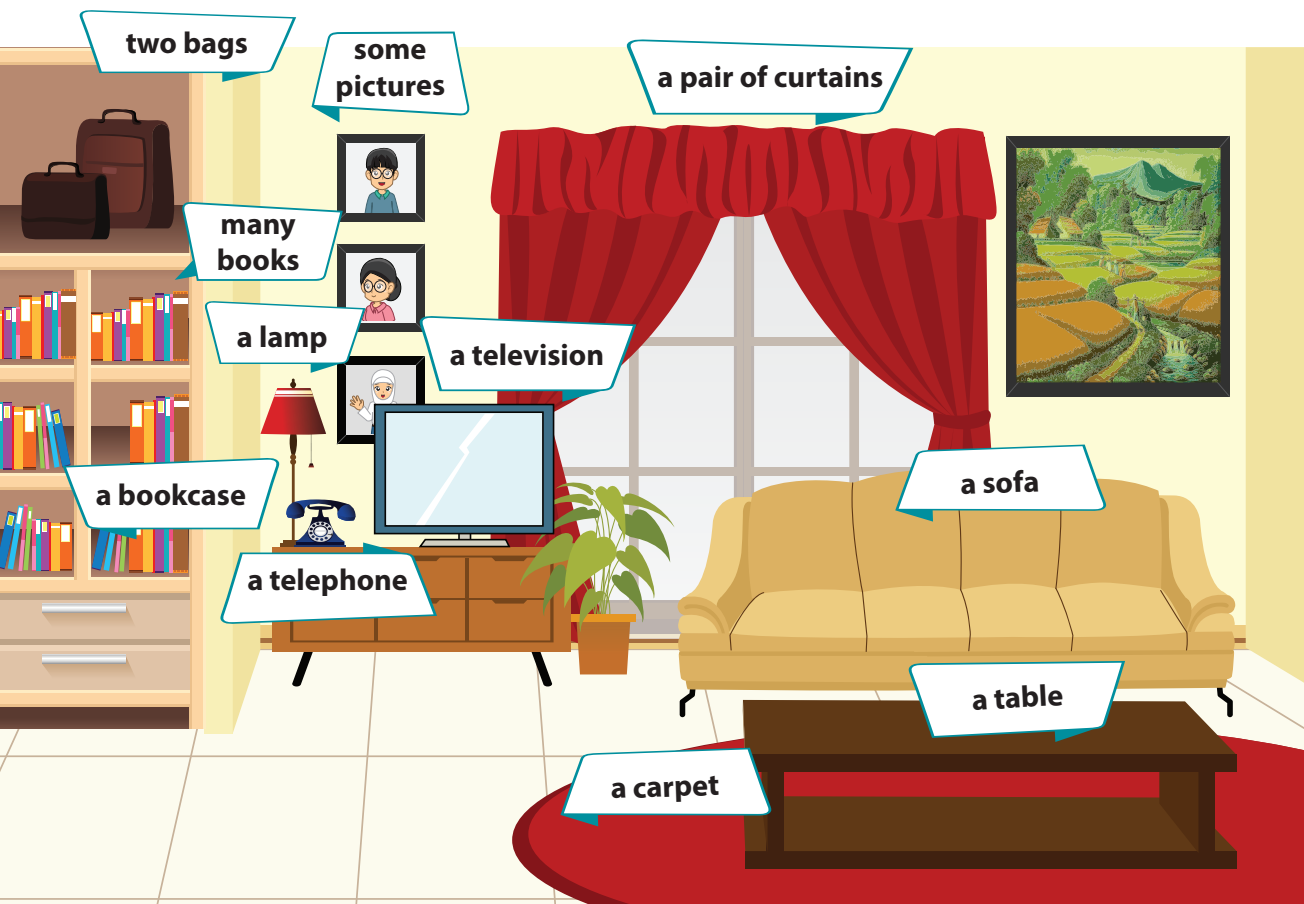
Observing and asking questions



We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the living room. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the living room.

1. *There is a big window.*
2. *Next to the window, there is one big picture.*
3. _____
4. _____
5. _____
6. *Etc.*



We will tell the names of the things in our living rooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our living rooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. There use a big window in my living room.

2. I have a small television on the small shelf.
There is a telephone next to the television.

3. _____

4. _____

5. _____

6. Etc.



We will tell the names of the things in the kitchen and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the kitchen. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

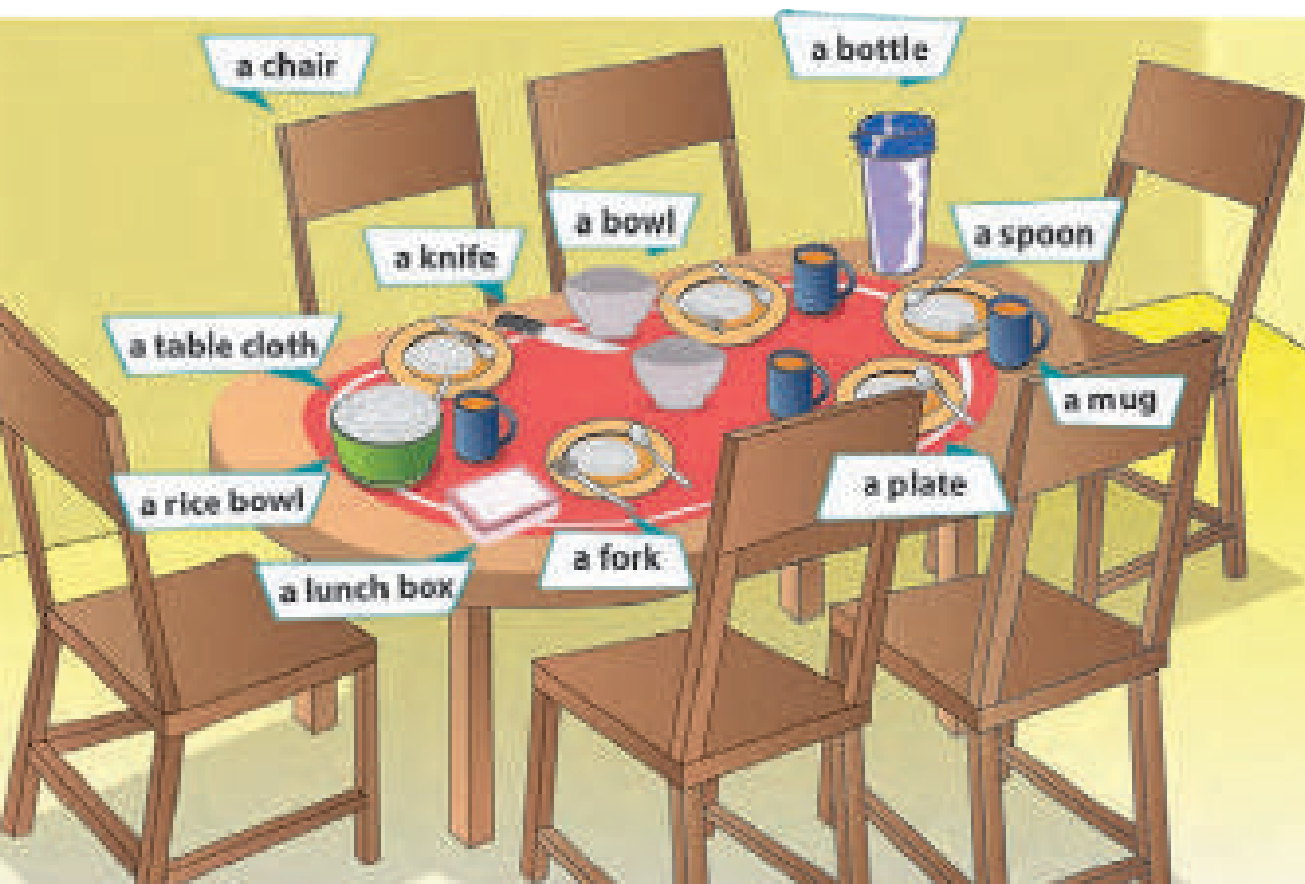




We are ready for our lunch! Now, we are in the dining room.

Here are what we will do. **First**, we will listen to our teacher say the names of things at the dining table. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the kitchen and at the dining table, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the kitchen.

1. There is a big stove next to the sink.

2. There's a frying pan on the stove.

3. _____

4. _____

5. _____

6. Etc.

There are many things at the dining table.

1. There are six chairs at the dining table.

2. There's a one big rice bowl on the table, on the left.

3. _____

4. _____

5. _____

6. Etc.

Collecting information



We will learn to ask and answer questions of the number of things in the kitchen and at the dining table.

Here are what we will do. **First**, we will draw a table in our notebooks, and then write the names of the things we see in the kitchen and at the dining table on the left column, and the number of each thing on the right column, like the example. **Second**, we will ask and answer questions, like the examples. We will, first, listen and repeat the questions after the teacher.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.



How many plates are there on the table?

There are five plates on the table.



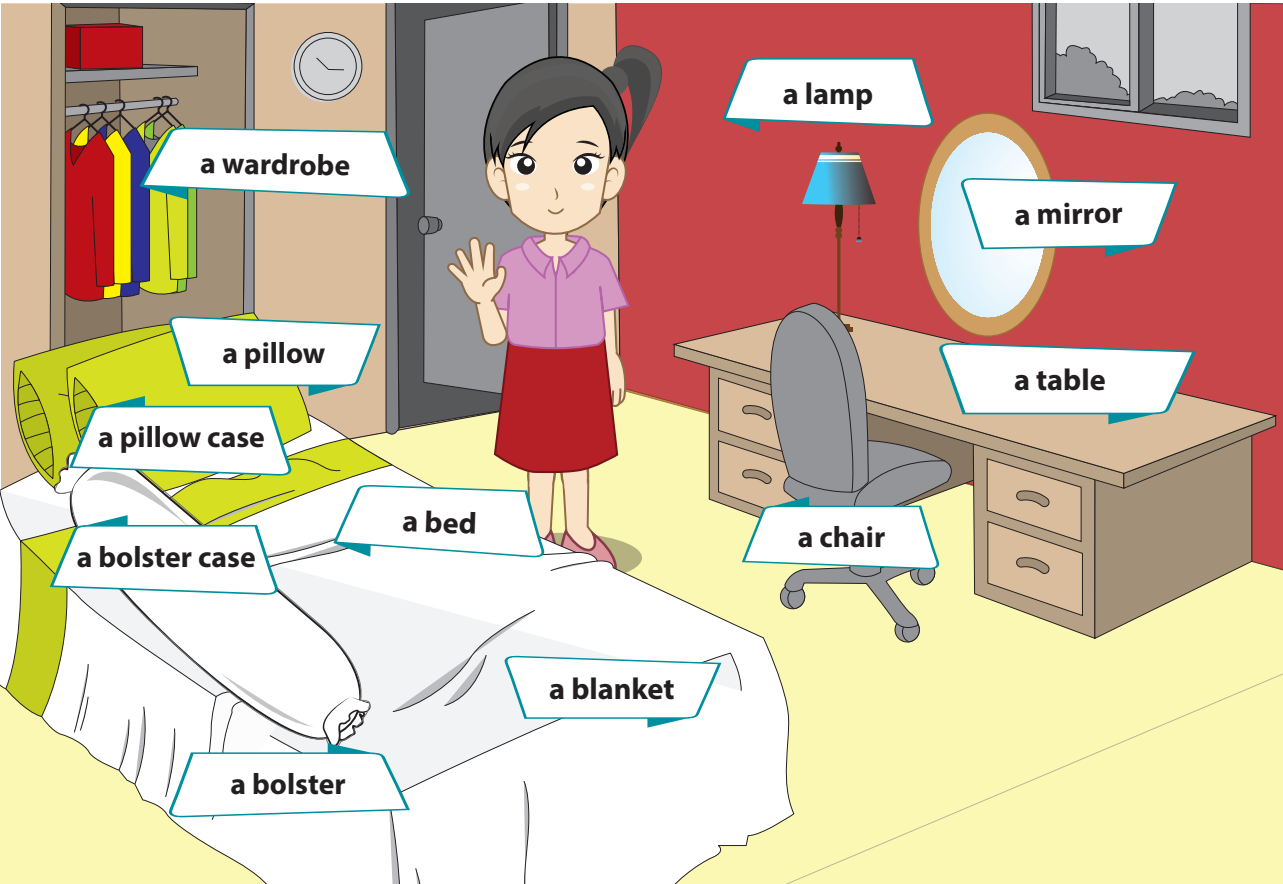
| No | Things | Number |
|-----|-------------|--------|
| 1. | the sink | 1 |
| 2. | the cabinet | 1 |
| 3. | the cabinet | 5 |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |



We will tell the names of the things in the bedroom, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the bedroom. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the bedroom, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the bedroom.

1. *The bedroom has one window.*
2. *There is a mirror on the wall, near the window.*
3. _____
4. _____
5. _____
6. *Etc.*



We will tell the names of the things in our bedrooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own bedrooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. *I have a small bedroom. There is one bed with mattress on it.*
2. *I have no table in my bedroom.*
3. _____
4. _____
5. _____
6. *Etc.*

Observing and asking questions



We will tell the names of the things in the bathroom, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the bathroom. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the bathroom, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the bathroom.

1. *There is a tub in the bathroom.*

2. *There is also a shower on the wall.*

3. _____

4. _____

5. _____

6. *Etc.*

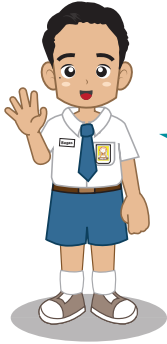


We will tell the names of the things in our bathrooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own bathrooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

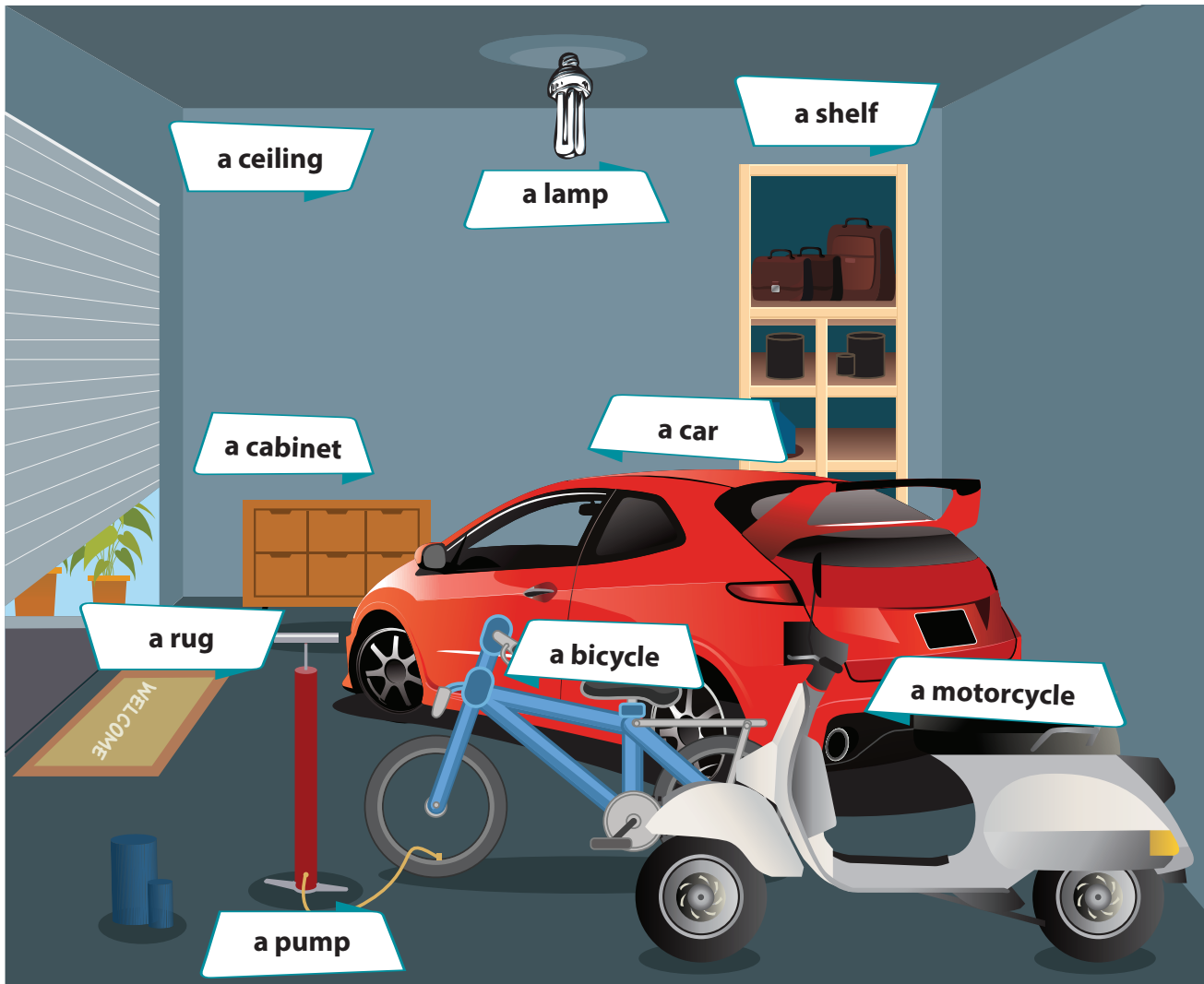
1. *I have a bathtub in my bathroom. There is a soap cup on the tub.*
2. *I don't have a shower.*
3. _____
4. _____
5. _____
6. *Etc.*



We will tell the names of the things in the garage, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the garage. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things in the garage, their numbers, and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the garage.

1. *There is one car.*

2. *There is one motorcycle. It's a scooter.*

3. _____

4. _____

5. _____

6. *Etc.*



We will tell the names of the things in our garages or the garage of the school, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into the garage to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have no garage. This is the garage of our school.
2. There is one car and many motorcycles.
3. _____
4. _____
5. _____
6. Etc.

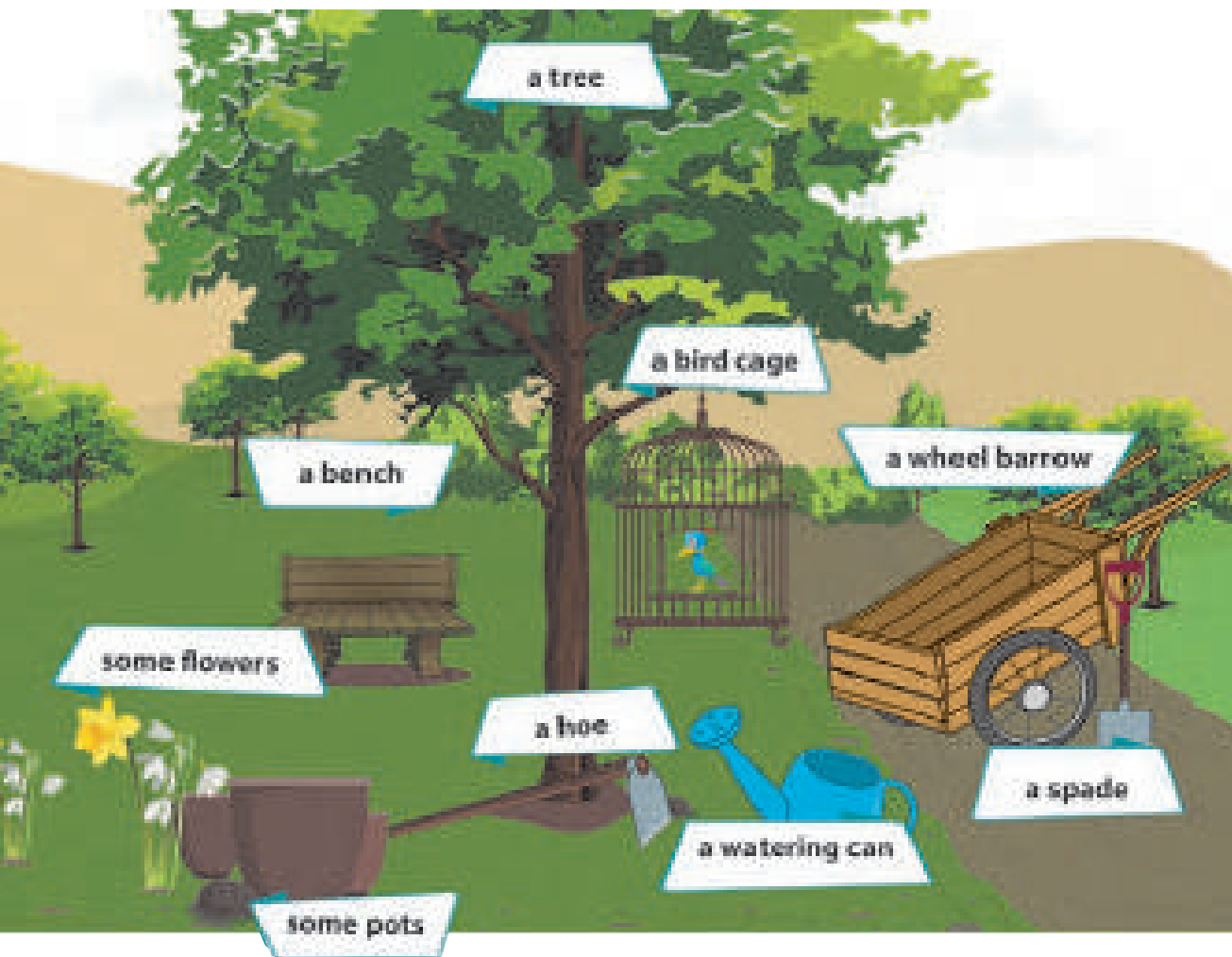
Observing and asking questions



We will tell the names of the things in the yard and around the house.

Here are what we will do. **First**, we will listen to our teacher say the names of things the yard and around the house. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

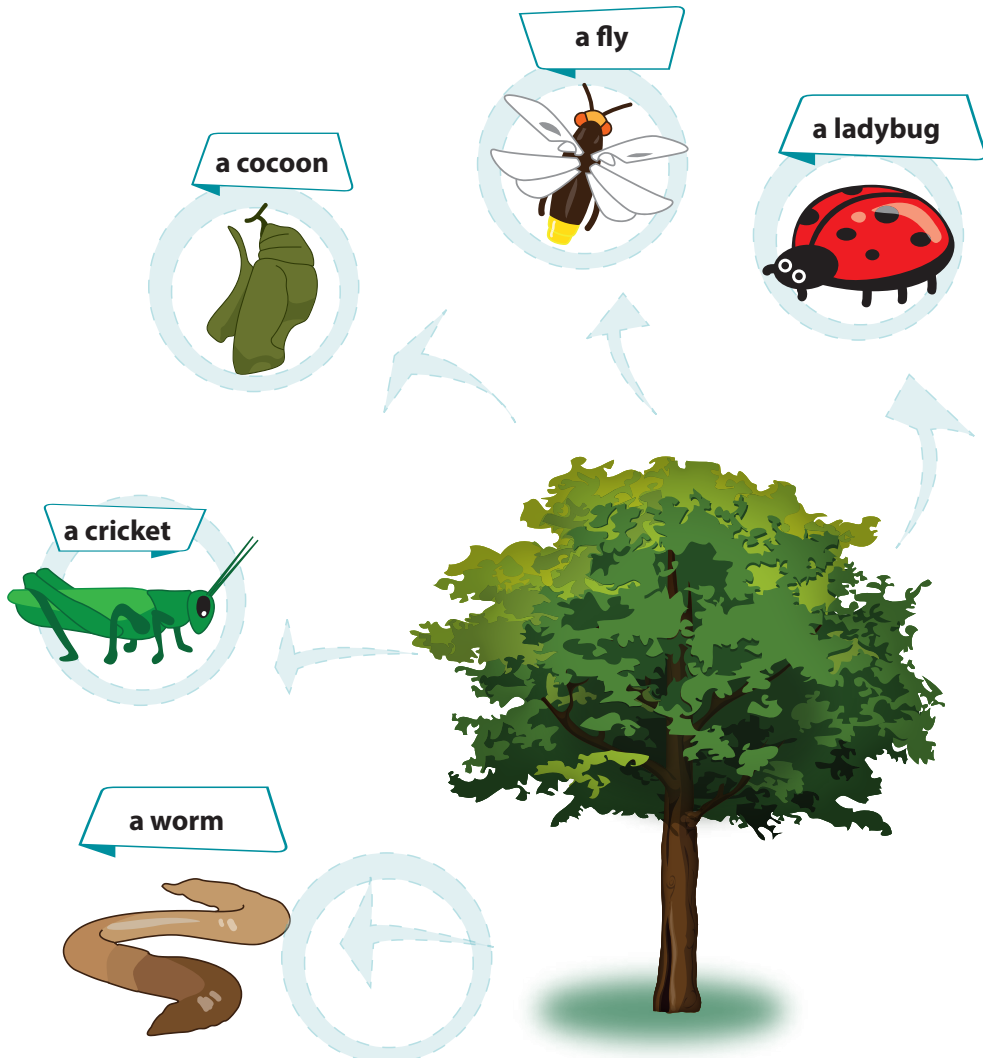




We will tell the names of the animals in the garden.

Here are what we will do. **First**, we will listen to our teacher say the names of the animals in the garden. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.





We will tell the names of the things and the animals in the yard and around the house, their numbers and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the garage.

1. *There are many trees in the yard.*

2. *There is a bird cage on one tree. There is a bird in it.*

3. _____

4. _____

5. _____

6. *Etc.*



We will tell the names of the things and animals in our yards and around our houses, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own yards and around our houses to identify the things and animals there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a small garden in front of my house.
2. There is a star-fruit tree there. There are many flies there.
3. _____
4. _____
5. _____
6. Etc.



We will tell the names of the animals we can find near our school and our houses.

Here are what we will do. **First**, we will look around our school and our houses to find small and big animals there. We will take notes of our findings. We will also tell their numbers. **Second**, we will use a dictionary to find the English words for the animals. **Third**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

There are many animals near our school and our houses.

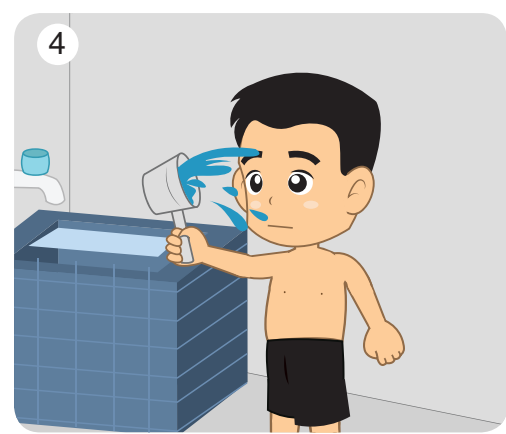
1. There are some cats. Budi has one cat in his home.
2. Yani has two cows and some goats.
3. There are some caterpillars in the flower plants in front of the library.
4. _____
5. _____
6. Etc.



We will tell what the people do in different places.

Here are what we will do. We will work in groups. **First**, we will listen to our teacher read the examples. We will repeat the sentences after the teacher, one by one. **Second**, we will discuss to plan what to say about the other situations. Each one of us will write the sentences in our notebooks. **Finally**, we will read our situations orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



5



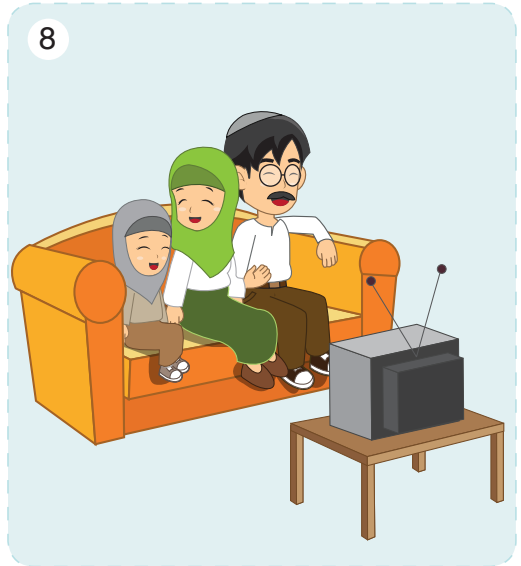
6



7



8



For example,

1. Udin is helping his father. He is pumping the tyre. I help my father too.
2. Aminah is having her breakfast. I also have breakfast every morning.
3. _____
4. _____
5. _____
6. Etc.





We will tell about our dream of our future house. It is a group project.

Here are what we will do. **First**, we will plan our future house. We will make a list of the rooms we will have in the house and the things we will have in every room. We will also make a list of the things and animals we will have. **Second**, everyone in the group will write the details of the plan in our notebook. **Finally**, each group will put their plan on the wall of the classroom and read it to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.





We will sing a song. The title is "What A Wonderful World", by Louis Armstrong.

Here are what we will do. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher read the lyrics, meaningfully. **Third**, we will repeat the lyrics after the teacher, line by line. **Finally**, in groups we will learn to read the lyrics to each other, meaningfully too.

We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



What A Wonderful World

Louis Armstrong

I see trees of green, red roses too.
I see them bloom, for me and you.
And I think to myself,
what a wonderful world.

I see skies of blue, and clouds of white.
The bright blessed day, the dark sacred night.
And I think to myself,
What a wonderful world.

The colors of the rainbow,
So pretty in the sky.
Are also on the faces,
Of people going by,
I see friends shaking hands.
Saying, "How do you do?"
They're really saying,
"I love you".

I hear babies cry, I watch them grow,
They'll learn much more, than I'll ever know.
And I think to myself,
What a wonderful world.

Yes, I think to myself,
What a wonderful world.

Sumber: <https://www.youtube.com/watch?v=A3yCcXgbKrE>



We will learn from the song some proofs that the world is wonderful.

Here are what we will do. We will work in groups.

First, we will study the examples carefully.

Second, we will find the other proofs that the world is wonderful from the song. **Third**, we each one of us will write the work in our notebook.

Then, we will present our findings to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Our world is wonderful.

1. *There are trees. They are green.*

2. *There are roses. They are red. They bloom.*

3. _____

4. _____

5. _____

6. *Etc.*

